



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Rhayader CIW School  
Bryntirion  
Rhayader  
Powys  
LD6 5LT**

**Date of inspection: January 2014**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Rhayader Primary School is a voluntary controlled Church-in-Wales school, which serves the market town of Rhayader in Powys and the surrounding rural area.

There are 162 pupils aged three to 11 years on roll. There are six mixed-age classes, two of which are designated Welsh-medium classes.

Currently, about 16% of pupils are entitled to free school meals, and this is below the all-Wales national average. The school has identified around 20% of pupils as having additional learning needs and this is about average for primary schools in Wales. Very few pupils have a statement of special educational needs. No pupils are looked after by the local authority.

Pupils' ethnicity is largely white British (98%). The school reports that around 16% of the pupils speak Welsh as a first language at home. No pupils receive support for English as an additional language.

The school was last inspected in March 2008. The headteacher was appointed in 2008. Over the last few years there have been significant staff changes.

The individual school budget per pupil for Rhayader Primary School in 2013-2014 is £4,190 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Rhayader Primary School is 26th out of the 88 primary schools in Powys in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's performance is adequate because:

- standards in oracy and reading skills are good;
- most pupils make good progress in their numeracy and information and communication technology (ICT) skills;
- nearly all pupils behave well and have positive attitudes to learning;
- assessment strategies and assessment for learning are effective;
- staff provide a high level of care, support and guidance to pupils; and
- the school is an inclusive community where pupils are valued.

However:

- more able pupils in the Foundation Phase and in key stage 2 do not achieve their full potential;
- many pupils do not develop their extended writing skills in English and Welsh first language across the curriculum;
- pupils' oral, reading and writing skills in Welsh second language do not develop well; and
- teaching is not consistently good.

### Prospects for improvement

The school's prospects for improvement are good because:

- performance management systems identify areas for staff development and tackle any underperformance effectively;
- school leaders have an accurate understanding of the school's strengths and areas for development, which derives from effective self-evaluation procedures;
- all members of staff are clear about their roles in implementing improvement strategies, which are having a positive impact on raising standards; and
- the governing body is effective in holding the school to account for the standards it achieves.

## Recommendations

- R1 Develop pupils' ability to apply their extended writing skills across the curriculum in English and Welsh first language
- R2 Improve pupils' oral, reading and writing skills in Welsh second language
- R3 Increase the level of challenge for more able pupils
- R4 Improve the quality of teaching so that it is good or better across the school
- R5 Improve attendance rates

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time at the school, many pupils make expected progress in relation to their starting points. However, pupils of higher ability are not always achieving as well as they should.

In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Many show good knowledge and understanding of what they have learnt. Throughout the school, many pupils speak confidently in a wide range of situations to staff, visitors and each other. However, the oracy skills of a few Foundation Phase pupils in the Welsh-medium class are not consistently strong. Nearly all listen well and respect the views of others. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Standards of reading are good in the English and Welsh-medium classes. By the end of the Foundation Phase, most pupils have a good knowledge of letter sounds. They use a suitable range of strategies to read familiar and unfamiliar words well. Most show an interest in the books they read and they read with increasing fluency, accuracy and understanding. Many are aware of different types of books, including fiction and non-fiction.

In key stage 2, many pupils have a positive attitude to reading. They read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. By the end of the key stage, many apply their reading skills well in different subjects and can locate and use reference books effectively. Pupils of higher ability are increasingly able to skim a passage to gain its meaning and to gather information.

Many pupils in the English and Welsh-medium classes make sound progress in their writing skills. In the Foundation Phase, many construct short sentences and make appropriate use of guidelines to write stories. They make plausible phonic attempts at spelling words correctly. Older pupils often produce thoughtful, extended pieces of work. However, the standard of pupils' spelling skills is inconsistent and the majority fail to present their work neatly or to punctuate this correctly on a regular basis. Many pupils do not use their writing skills well or at a high enough level in subjects across the curriculum.

Throughout the school, most pupils in the English-medium classes have a positive attitude to learning Welsh. Many make an appropriate start in learning Welsh in the Foundation Phase. In key stage 2, the majority of pupils make sound progress in using their speaking and listening skills. They answer a range of questions about the weather, different colours and their likes and dislikes. However, pupils do not use their Welsh independently and their responses are often uncertain. Pupils'

independent reading and writing skills in Welsh second language are developing too slowly.

Standards are generally good in numeracy in both the Foundation Phase and key stage 2. By the end of the Foundation Phase, most pupils correctly add and subtract two-digit numbers to 100, measure using standard units, tell the time appropriately and recognise basic shapes. They understand odd and even numbers. In key stage 2, nearly all pupils develop their numeracy skills well. They apply their skills in areas such as number, measuring and data handling confidently to solve problems. Pupils apply their numeracy skills well across the curriculum, for example when collating and presenting results using tables and graphs in science and history.

Most pupils develop their information and communication technology (ICT) skills well, using a range of applications with increasing competence.

Most pupils with additional learning needs make good progress in relation to their ability and age.

The small numbers of pupils in the Welsh-medium classes affect trends in the school's performance data. Trends, therefore, give only a rough indication of the school's performance over time.

In 2013, performance in the Foundation Phase at the expected outcome 5 in comparison to that of similar schools was in the lower 50% in both Welsh and English literacy skills and mathematical development. In 2012, performance was in the bottom 25% in Welsh language skills and mathematical development and in the higher 50% for English language skills. Attainment for more able pupils at the higher outcome 6 in 2013 was in the lower 50% in English language, literacy and communication skills, but in the top 25% in Welsh and mathematical development. Pupil performance was much better than in 2012, apart from in English language skills, which were in the top 25% in 2012.

In key stage 2, performance at the expected level 4 has varied considerably over the last four years when compared to that in similar schools. Performance in Welsh and mathematics has varied between the bottom 25% and the top 25%, with performance in English varying between the lower 50% and the top 25%. Performance of more able pupils at level 5 has also varied over the same period and in 2013 was in the top 25% for Welsh, the lower 50% for English and bottom 25% for mathematics.

### **Wellbeing: Adequate**

Most pupils are friendly, polite and courteous to each other and adults. They collaborate and co-operate well in group situations. Most have a positive attitude towards school, feel happy and safe and know whom to approach if they have any problems. Nearly all behave well throughout the school day.

Nearly all pupils have a good understanding of how to live healthily by eating a balanced diet and leading an active life. Members of the various school councils take their roles and responsibilities seriously. The school's health council successfully

promotes healthy lunch boxes. The eco committee has introduced recycling bins across the school and school councillors organise many charity events.

Through the good range of extra-curricular activities, such as football, rugby and cricket, pupils build their self-esteem and develop their confidence. Many pupils take part in the after-school clubs that the school provides.

Pupils set their own targets for improvement and they reflect on their progress and achievements.

The school's overall attendance rate last year was the highest rate achieved over the last four years. However, the school has been in the bottom 25% when compared with similar schools over the last few years. Punctuality at the beginning of the day is good.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum that meets statutory requirements. Teachers organise a good range of interesting and exciting opportunities for learning in the Foundation Phase and in key stage 2. The school offers a good range of activities for pupils with specific needs and for those in need of additional support to help them catch up with their peers. The wide range of visits and extra-curricular activities enhance and enrich pupils' learning experiences effectively.

Provision for developing pupils' literacy and numeracy skills is generally good. Teachers co-operate purposefully to ensure that the Literacy and Numeracy Framework is being implemented successfully. However, opportunities for pupils to develop and apply their writing skills across the curriculum are inconsistent. The school does not ensure that pupils' spelling, punctuation and handwriting skills are consistently effective.

Teachers plan for the delivery of Welsh, but planning for Welsh second language does not ensure that pupils make enough progress in key stage 2. The school does not promote the use of the Welsh language well enough within the school environment. The school is currently working to develop this further. It promotes the history and culture of Wales well through its planned activities and educational visits to places of interest.

The school's curriculum provides good opportunities for pupils to learn about sustainable development and global citizenship. The eco committee helps to raise pupils' awareness about the importance of recycling and saving energy.

### **Teaching: Adequate**

Most teachers have up-to-date subject knowledge and plan interesting activities that engage pupils well. The majority of lessons proceed at a good pace with teachers using questioning successfully to develop pupils' understanding. There are very



good working relationships in most classes and this supports pupils' learning effectively. Teaching assistants provide well-targeted support for pupils' learning. Many lessons have clear learning objectives and teachers use plenary sessions well to summarise the lesson and to assess pupils' understanding.

In the minority of lessons when teaching is less successful, lessons do not build well on pupils' prior learning and questioning does not encourage pupils to think for themselves. Activities are not adapted well enough to meet the needs of pupils, especially those who are more able.

Nearly all teachers mark pupils' work conscientiously and often provide useful feedback on how they can improve their work. The use of assessment for learning strategies, such as 'talking partners' and self and peer assessment by older pupils, is good. Teachers track and assess pupils' progress regularly. There are suitable internal arrangements to help to moderate pupils' work and ensure the accuracy of teacher assessments. There are several reports to parents during the course of the school year and these are informative and meet statutory requirements.

### **Care, support and guidance: Good**

The school makes appropriate arrangements for promoting healthy eating and drinking and pupils' wellbeing. Pupils learn about the importance of personal hygiene and keeping themselves fit and healthy.

The high level of care and good relationships between staff and pupils contribute significantly to pupils' wellbeing. Teachers and support staff promote the spiritual, moral, social and cultural development of pupils through visitors and well-planned lessons.

Effective arrangements exist with specialist services and outside agencies to provide pupils with a good level of support and guidance. Clearly-targeted support for vulnerable pupils has resulted in good progress in their learning, attitudes and behaviour.

The school has implemented a range of strategies to promote regular attendance and these are beginning to have a positive impact.

The school's arrangements for safeguarding meet requirements and give no cause for concern. The school deals quickly and effectively with any cases of bullying. The school's playground 'buddies' system is well established and ensures that all pupils are happy at break times and lunchtimes.

There is good provision to meet the needs of pupils with additional learning needs. Staff identify pupils' additional needs at an early stage and quickly put in place appropriate support. Targets in pupils' individual education plans are specific. Parents have sufficient opportunities to contribute the discussions regarding their children's progress. Learning support assistants implement intervention programmes well and this has a positive impact on pupil achievement.

## **Learning environment: Good**

The school is a fully inclusive community, which promotes a happy, caring ethos in line with the school's Christian values. It deals effectively with the very few incidents of bullying or any other form of harassment or discrimination. The school's equality policy and disability action plan are effective in promoting equal opportunities in all aspects of school life.

The school building meets the needs of pupils and staff well. It is spacious and provides an effective environment for learning. The building is well maintained, litter free, safe and secure. All Foundation Phase classrooms enjoy direct access to the outside environment. The school makes good use of its well-developed outside area and pupils benefit from the extensive grounds.

The school has a good range of resources that match pupils' needs well. Pupils and staff make good use of these resources, particularly the ICT and reading resources. Displays around the school are stimulating and celebrate pupils' achievement and progress well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The headteacher has a thorough understanding of the needs of the school and a clear vision for its future development. She has established robust and effective systems to bring about change. The headteacher and staff have shared aspirations for the school and they work well together for the best interests of the children.

Staff roles and responsibilities are clear and there is a strong sense of teamwork in the school. Meetings are managed effectively, with a clear focus on improving pupil outcomes. Other members of the senior leadership team work well with the headteacher to address areas of underperformance identified by pupil tracking systems. Senior leaders have also made good progress in meeting national and local priorities, for example in implementing the Literacy and Numeracy Framework and establishing assessment for learning firmly in classes.

The headteacher has very high expectations of staff, governors and pupils. She communicates these clearly and tackles underperformance effectively. Since her appointment, she has overseen a number of significant changes to staffing, secured improvements to the governing body and tackled underachievement. Performance management arrangements effectively challenge staff to improve their practice through targets that are central to whole-school development planning. This has improved pupils' standards in reading and numeracy.

The governing body is very supportive and highly effective. Governors share the headteacher's vision and actively contribute to the school's strategic direction. They have a clear and accurate understanding of the school's strengths and areas for development. This clarity of understanding enables them to challenge the school and hold it to account.

### **Improving quality: Good**

The school's robust self-evaluation process is successful in identifying strengths and areas for development. The school gathers the opinions of pupils, parents and other stakeholders effectively, analyses results and acts on outcomes carefully. These processes are linked directly to the school's strategic planning.

Leaders analyse pupil performance data effectively and use the information appropriately to inform their plans for the future. Leaders and managers gather first-hand evidence of the quality of teaching and learning in their own subject areas and formulate suitable action plans.

The school development plan focuses on key priorities and targets in the plan have suitable success criteria and allocation of resources. The school monitors progress against on-going targets well and makes appropriate adjustments if pupils are not on track to achieve the intended outcomes. There is a clear link between self-evaluation and improvement planning.

The school has a strong track record of implementing improvements. Actions undertaken over the last few years have led to substantial improvements in key areas. These include large gains in boys' achievements at the end of key stage 2 and helping pupils who are falling behind to catch up effectively.

The school has made good progress in meeting the recommendations from the previous inspection.

### **Partnership working: Good**

The school works effectively with a wide range of partners to increase opportunities and improve pupils' standards of attainment and wellbeing. The partnership with parents is a strength of the school and parents value the level of care and support that their children receive. The parent-teacher association works successfully to raise the profile of the school in the community through a range of fund-raising activities. As a result, the school has purchased computers and other resources, which have enriched pupils' learning experiences.

Links with the community are strong and diverse and pupils benefit from a variety of visits and visitors to school. The school makes beneficial use of the local authority's services such as the education welfare officer to promote good attendance. There is a very strong link with the local church. The local vicar is a regular visitor to the school and leads acts of collective worship.

There are strong links between the school and the pre-school settings situated on the school site. Effective transition arrangements exist with three receiving secondary schools and this enables Year 6 pupils to move into Year 7 with confidence. Moderation meetings with cluster schools ensure that teachers develop consistency and accuracy in assessing pupils' work.

The school benefits from an effective partnership with the local authority in order to develop staff, respond to pupils' needs and raise standards.

**Resource management: Adequate**

Despite recent staff changes, the school maintains a full complement of appropriately experienced and qualified teachers. Support staff have well-defined roles and responsibilities. They work effectively as a team with teachers and make a significant contribution to pupils' learning and wellbeing. This is a strength of the school.

All staff have regular opportunities for continuing professional development, linked to priorities in the school development plan and their annual reviews. Their participation in networks of professional practice is developing appropriately.

Performance management procedures meet statutory requirements. They involve all teachers and support staff in agreeing relevant professional and personal targets.

The school meets the requirements of the national workload agreement. It ensures that it covers teachers' planning, preparation and assessment time appropriately.

The school manages its resources and accommodation well. It currently has a budget deficit, which arose largely because of staff illnesses in the recent past. However, the headteacher and governing body monitor the budget carefully and appropriate financial controls are in place. The amount spent on materials for pupils is appropriate and linked to priority areas.

Due to the identified shortcomings in standards, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase in 2013, pupil performance at the expected outcome 5 was below the family average in English and Welsh language, literacy and communication skills, mathematical development and personal and social skills. At the higher outcome 6 in 2013, more able pupils performed above the family average in Welsh language skills, mathematical development and personal and social skills.

In 2013, performance in the Foundation Phase at the expected outcome 5 in comparison to that of similar schools was in the lower 50% in Welsh and English language, literacy and communication skills and mathematical development. In 2012 performance was in the bottom 25% in Welsh language skills and mathematical development and in the higher 50% for English language skills.

Attainment at the higher outcome 6 in 2013 was in the lower 50% in English language, literacy and communication skills, but in the top 25% in Welsh language skills and mathematical development. Pupil performance was much better in 2013, apart from in English literacy skills, which were in the top 25% in 2012.

At the end of key stage 2 in 2013, at the expected level 4, pupil performance was above the family average in all the core subjects, while at the higher level 5 it was below the family average in all the core subjects, apart from Welsh where it was much higher.

In key stage 2, performance at the expected level 4 has varied considerably over the last four years when compared to that of similar schools. Performance in Welsh and mathematics has varied between the bottom 25% and the top 25%, with performance in English varying between the lower 50% and the top 25%. Performance of more able pupils at level 5 has also varied over the same period and in 2013 was in the top 25% for Welsh, the lower 50% for English and bottom 25% for mathematics.

In the Foundation Phase in 2013, overall the boys performed better than the girls, while in key stage 2 over the last four years girls have performed better than the boys at the higher level 5. Those pupils entitled to free school meals in key stage 2 do comparatively less well.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	84	83 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	83	81 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	84	79 94%	5 6%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	81	77 95%	4 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	84	75 89%	9 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	84	82 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	84	83 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	84	82 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	82	76 93%	6 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	84	81 96%	3 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	76	60 79%	16 21%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	77	66 86%	11 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	21	10 48%	10 48%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	16 76%	4 19%	1 5%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	21	15 71%	6 29%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	21	11 52%	9 43%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	21	8 38%	10 48%	1 5%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	21	8 38%	12 57%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	9 43%	11 52%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	4 22%	10 56%	1 6%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	21	12 57%	5 24%	1 5%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	21	8 38%	10 48%	2 10%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	21	8 38%	11 52%	1 5%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	7 39%	9 50%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	21	8 38%	11 52%	1 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	10 50%	8 40%	0 0%	1 5%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	21	6 29%	9 43%	1 5%	1 5%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	10 50%	10 50%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	5 29%	7 41%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	20	7 35%	8 40%	2 10%	2 10%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	20	7 35%	9 45%	2 10%	1 5%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

David Gareth Evans	Reporting Inspector
Rhian Jones	Team Inspector
Lay Inspector	Lay Inspector
Gwynne Griffiths	Peer Inspector
Linda Crockett	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.